

Beech & Willow Weekly Planning					
Theme: Autumn Celebrations		Stimulus: Signs of Autumn Bonfire/Diwali		Week: 1, 2, 3	
				Date: 05.11.2019, 11.11.2019, 18.11.2019	
	What do we want the children to learn?		How will we enable this learning to take place?	How will we know who has learned what?	What next?
	Learning intentions based on stepping stones/learning goals (40-60m)	Vocabulary	Activities/Routines Provision	Assessment	Notes to inform future planning
Personal, Social & Emotional Development	<ul style="list-style-type: none"> To reinforce the rules/rewards/sanctions. To take turns and share fairly To form friendships with other children. <p>SEAL</p> <ul style="list-style-type: none"> To have a positive approach to activities and events. To have a sense of personal identity. To express needs and feelings in appropriate ways. <ul style="list-style-type: none"> To communicate freely about home and community To take turns and share To develop confidence in trying new activities and speaking in a familiar group. To know about their own traditions and Autumn celebrations To understand that people have different cultures and beliefs that need to be treated with respect 	<ul style="list-style-type: none"> Safety, rules Turn, next, wait, after, patient, number names, letter names <ul style="list-style-type: none"> Happy, sad, sleepy, embarrassed, worried, scared <ul style="list-style-type: none"> Turn, next, wait, after, patient Celebration, tradition, experiences, Guy Fawkes Divali, diva, rama, sita Mendhi hand patterns Celebration, other cultures. 	<ul style="list-style-type: none"> Teacher to reinforce rules Stories about the rules Literacy games/numeracy games <ul style="list-style-type: none"> Feelings time Pass the teddy – what makes you special Circle time – Discussing their experiences of what they have learned All children to listen patiently to one another, asking questions of their own to learn more. Autumn celebrations Talking about Bonfire Night and reading the story of Guy Fawkes. Discussing the children's experiences of Bonfire Night. Discussing the children's experiences of Halloween. Discussing Diwali and Hindu celebrations Listening to the story of Rama and Sita Making clay diva lamps Drawing Mendhi hand patterns. 	<ul style="list-style-type: none"> Observations Children's work Discussion 	
Communication & Language	<ul style="list-style-type: none"> To listen attentively in a range of situations To listen to stories and respond to what they hear. To be able to follow directions To listen to others in a small group To express themselves effectively 	<ul style="list-style-type: none"> Reflect, listen, Books, start, middle, end Answer, questions, comment Vegetables, hard, soft, vitamins 	<p>Diwali</p> <ul style="list-style-type: none"> Listening to stories 'Rama and Sita' Re-telling the story Dramatising the story <p>Autumn</p> <ul style="list-style-type: none"> Answering questions and responding to 	<ul style="list-style-type: none"> Observations Tick list of children answering how/why questions about the story Tick list of children making 	

		<ul style="list-style-type: none"> • Question, answer, beginning, middle, end • Characters, events • Cut, dice, cook, taste, hard, soft, white, brown, pitta, naan • Autumn, harvest, hibernation, seasons • Conkers, horse chestnut, names of trees, • Celebrations, Traditions, Customs, 	<p>the stories</p> <ul style="list-style-type: none"> • Discussing why we eat fruit and vegetables. • Listening to stories and answering questions about the stories The Little Red Hen, The Enormous Turnip • Looking at non-fiction books about fruit/vegetables • Making vegetable soup and talking about the different vegetables • Bread tasting and discussing how the bread tastes and feels etc. • Talk for writing – Little Red hen • Discussing what signs we have that Autumn is here. • Learning poems about Autumn • Listening to stories and answering questions about the stories– Titus Bears Autumn • Percy the Park keeper • Making collections of Autumn foliage – Conkers, Berries, Leaves • Talking about the signs we can see outside <p>Bonfire</p> <ul style="list-style-type: none"> • Listening to story of ‘Guy Fawkes’ • Discussing our experiences of celebrations 	<p>comments/asking questions about the stories</p> <ul style="list-style-type: none"> • Assessment notes during bread tasting and soup making • Observations • Discussion 	
Physical development	<p>Moving and Handling</p> <ul style="list-style-type: none"> • To develop skill in manipulating small objects • To climb over, under and through climbing equipment • To show appropriate control in large and small scale movements • To hold a pencil correctly • To use space and be aware of others. • To write names • To hold a pencil and use it effectively • To move with co-ordination and control 	<ul style="list-style-type: none"> • Over, under, through, next to • Space, stop, listen etc. • Hold, pressure, shapes • Cut, dice, • breathless • Copy, first name, surname • Anti-clockwise, round, up, down 	<p>Gross Motor</p> <ul style="list-style-type: none"> • General play • Teaching children to change clothing in the role play area and hang up • Teaching children to change for PE • Brain Gym – Learning Cross Crawl & Lazy 8's, shoulder roll • Afternoon Yoga <p>Health</p> <ul style="list-style-type: none"> • Teaching children to wash hands before lunch, snack and handling food <p>Pencil grip & Fine Motor</p>	<ul style="list-style-type: none"> • Observations • Children's work 	

	<ul style="list-style-type: none"> To begin to make anti-clockwise movements To handle tools safely and with increasing control <p>Health and Self Care</p> <ul style="list-style-type: none"> To talk about the effects of exercise on their bodies To form letters correctly To manage own personal needs To know the importance for good health of a healthy diet 	<ul style="list-style-type: none"> Tall letters Cut, snip, turn, hold Heart beats, blood flow, hot, warm, sweating, Hygienic, germs, clean Healthy, vitamins, good for you, diet 	<ul style="list-style-type: none"> Teaching correct grip. Using coin/pencil hugger if needed Join the dots to the fruit and colour – writing area Writing names Using name cards 1:1 name work Cutting vegetables, tasting and making soup handling food Model formation, air writing, writing ribbons, dough disco Colouring Diva lamp Mendhi hands Cutting out activities – Mendhi Hands General classroom activities 		
Literacy	<p>Reading</p> <ul style="list-style-type: none"> To listen in a small group To know how to handle a book and retrieve information from non-fiction books To enjoy an increasing range of books To recognise their name To reinforce Oxford Reading Tree characters 	<ul style="list-style-type: none"> Book language – page, front/back cover, blurb, words, pictures Whose name begins with...? Biff, Chip, Kipper, Floppy, Mum, Dad Wilf Wilma 	<p>Diwali</p> <ul style="list-style-type: none"> Listening to stories about Rama and Sita Looking at non-fiction books about Diwali <p>Autumn</p> <ul style="list-style-type: none"> Listening to stories – Handa's Surprise The Little Red Hen The Enormous Turnip Looking at non-fiction books about fruit/vegetables. Looking at books about food Listening to stories about Autumn Looking at non-fiction books about Autumn Learning Autumn poems <p>Bonfire</p> <ul style="list-style-type: none"> Looking at non-fiction books about Guy Fawkes Sharing thoughts and opinions about favourite books. Labelling characters 	<ul style="list-style-type: none"> Observations Children's work Discussion Assess children's recognition of satpin Observe who can find their name when ordering/having lunch Key Word checks of target readers Tick list of children who can complete a rhyming string 	

	<p>Phonics</p> <ul style="list-style-type: none"> To link some sounds to letters. To form some letters correctly To join in with rhyming and rhythmic activities. <p>Writing</p> <ul style="list-style-type: none"> To write own name To use some clearly identifiable letters to communicate meaning. To hear an initial sound in words To attempt writing for a variety of purposes. To hold a pencil effectively and use with control to form recognisable letters 	<ul style="list-style-type: none"> Grapheme, sound, silver sound box Jolly Phonics Rhymes, sounds nearly the same, carry on the string. Hearing, listening, sounds Cultures, religion Illustrations, illustrator, author, story etc. News, events, capital letter, full stop, finger spaces, Sounds 	<ul style="list-style-type: none"> Matching game ORT games e.g snap ORT fishing game <p>Phonics</p> <ul style="list-style-type: none"> Playing I spy... Listening for sounds, Sound box Listen to story, make sounds, look at flashcards for, oa, ie, ee, or, z, w, ng, v, oo/oo, y, x Writing their name WG input on rhyming stories, Adding to a rhyming string.- rhyming soup/rhyming bingo p.26 Letters and Sounds <p>Writing</p> <ul style="list-style-type: none"> Modelling correct letter formation and name writing Shared writing – writing about fruits / vegetables they like Name writing Autumn hedgehog sheet Writing about Autumn 		
Mathematics	Mental and Oral Starters + Weekly Group Work (see maths group planning)				
	<ul style="list-style-type: none"> To introduce the concept of sorting. To introduce the concept of symmetry 		<p>General</p> <ul style="list-style-type: none"> Colour, cut out and order Autumn leaves to 5 or 10 Addition within 5-10 Comparing sets of autumn leaves/conkers and using vocabulary to describe these Counting autumn objects accurately Estimating to 10 - conkers Number stick work using 0-10 Sorting fruit on the white board Sorting set fruit at the table Making a graph of favourite fruit Symmetrical Rangoli patterns 		

Understanding the World	<p>People & Communities</p> <ul style="list-style-type: none"> To begin to know about their own culture and that of others. To find out about past and present events in their own life and in family members To show an interest in the world in which they live. <p>The World</p> <ul style="list-style-type: none"> To investigate materials using all their senses. To identify features they like and dislike. To ask questions about why things happen. To observe select and manipulate objects and materials. To look closely at similarities, differences and change. <p>Technology</p> <ul style="list-style-type: none"> To use simple ICT programs 	<ul style="list-style-type: none"> Divali, Diva lamp, mendhi hand patterns, Rangoli, celebration Interesting, exciting, sad, worrying, happy etc Soft, hard, cooked, raw Autumn, ever-green, Colours, texture Colours, leaves, autumn, falling Autumn, leaves, colour names 	<p>Diwali</p> <ul style="list-style-type: none"> Discussing changes in clay as we make lamps. Smartboard about Diwali / Dazzle – symmetry <p>Autumn</p> <ul style="list-style-type: none"> Discussing ingredients for soup. Exploring vegetables. Tasting various breads. Discussing changes in materials as they cook. Making vegetable soup. Exploring various deciduous and coniferous leaves and autumn produce Making a collection of Autumn signs Using collections of Autumn leaves to make collages <p>Bonfire</p> <ul style="list-style-type: none"> When introducing Bonfire Night, talk about how and why we celebrate in this way. Individual children volunteering information <p>Technology</p> <ul style="list-style-type: none"> Support using computers Using the camera to take photographs Investigating signs of Autumn in the back and front gardens and the yard. Support using computers Observation skill/Education City – 1-5 Education City – Fruit frenzy 1 more/1 less 	<ul style="list-style-type: none"> Participant observations of children who will try new things Discusses similarities and differences across seasons Uses senses to explore Assessment notes 	
Expressive Arts & Design	<p>Being Imaginative</p> <ul style="list-style-type: none"> To use available resources to develop role play To create simple representations of objects, events, people To join in singing songs 	<ul style="list-style-type: none"> Imagination, role, character, story Role, character, acting, story Paint, picture, brush strokes, 	<p>Diwali</p> <ul style="list-style-type: none"> Role play - Rama and Sita story props Adult modelling in the role-play Making clay Diva lamps Painted rangoli patterns Rangoli collages 	<ul style="list-style-type: none"> Observations Children's work Discussion 	

	<ul style="list-style-type: none"> To begin to build a repertoire of songs <p>Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> To plan , make and evaluate a fruit kebab To apply the process of printing To create simple representations of objects, events, people To explore colour, texture and shape in 2 and 3 dimensions. To explore what happens when they mix colours 	<p>colours, imagination</p> <ul style="list-style-type: none"> Loud, quiet, clap Print, shapes, colours Paint, picture, brush strokes, colours, imagination Mould, roll, ball, decorate Artist, painting, old Red, blue, yellow, green, orange, purple, brown 	<ul style="list-style-type: none"> Diwali rhymes and songs Indian Dance and make Rangoli patterns <p>Autumn</p> <ul style="list-style-type: none"> Learning 'on the farmers apple tree' 5 autumn leaves Learning – There's a great big turnip Printing using fruit, vegetables, leaves, Reading Mouse Paint Mix Autumn colours Printing autumn leaves using autumn colours Autumn leaf collage <p>Bonfire</p> <ul style="list-style-type: none"> Splat painting for handwriting rockets <p>General</p> <ul style="list-style-type: none"> Tapping out names on the chime bar Free painting Reviewing their own work and others' 		
--	--	---	--	--	--